

GRADE 5 SOCIAL STUDIES

Definitions of General Descriptors for All Levels in Social Studies

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines, or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and/or examples that are appropriate, and understands the vocabulary and concepts from the discipline.

Basic: Provides incomplete responses or responses, which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

	<u>DISTINGUISHED</u>	<u>PROFICIENT</u>	<u>APPRENTICE</u>	<u>NOVICE</u>
<u>Knowledge</u>	Student demonstrates extensive knowledge of Kentucky and the United States in each of the five strands of social studies. Specifics include:	Student demonstrates broad knowledge of: Kentucky and the United States in each of the five strands of social studies. Specifics include:	Student demonstrates basic knowledge of Kentucky and the United States in each of the five strands of social studies. Specifics include:	Student demonstrates minimal knowledge of Kentucky and the United States in each of the five strands of social studies. Specifics include:
	<p>Government and Civics: The purpose and function of local, state, and United States governments, as well as, understanding of the rights and responsibilities of citizens in a democratic society.</p> <p>Culture and Society: As people meet their needs, cultures emerge, and the elements unique to each culture affect perspectives and the interactions among people of varying cultures.</p> <p>Economics: Basic economic terms and concepts are used in making individual, business and government economic decisions.</p> <p>Geography: Understanding of the use of simple geographic tools; factors of location; regional characteristics (human and physical); human settlement patterns; and the relationship between humans and the environment.</p> <p>Historical Perspective: An overview of Kentucky and the United States from beginning to present day.</p>			
<u>Decisions, Problem Solving</u>	<p>Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using fully developed examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> • Read, interpret, evaluate information • Make comparisons • Identify multiple causes • Organize, analyze, summarize or synthesize answer • Discriminate among plausible answers 	<p>Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using relevant examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> • Read, interpret, evaluate information • Make comparisons • Identify multiple causes • Organize, analyze, summarize or synthesize answer • Discriminate among plausible answers 	<p>Student attempts, with limited success, to make decisions, address issues, explain concepts and/or solve problems using limited or unelaborated examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> • Read, interpret, evaluate information • Make comparisons • Identify multiple causes • Organize, analyze, summarize or synthesize answer • Discriminate among plausible answers 	<p>Student fails, or attempts unsuccessfully, to make decisions; address issues, explains concepts and/or solves problems.</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Vocabulary Concepts</u>	<p>Student demonstrates an extensive understanding of social studies vocabulary and concepts. Examples include, but are not limited to:</p> <p>Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government</p> <p>Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation</p> <p>Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization</p> <p>Geography: Location, environment, region, human and physical characteristics, adaptation, modification</p> <p>Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order</p>	<p>Student demonstrates a broad understanding of social studies vocabulary and concepts. Examples include but are not limited to:</p> <p>Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government</p> <p>Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation</p> <p>Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization</p> <p>Geography: Location, environment, region, human and physical characteristics, adaptation, modification</p> <p>Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order</p>	<p>Student demonstrates a basic understanding of social studies vocabulary and concepts. Examples include but are not limited to:</p> <p>Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government</p> <p>Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation</p> <p>Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization</p> <p>Geography: Location, environment, region, human and physical characteristics, adaptation, modification</p> <p>Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order</p>	<p>Student demonstrates a minimal or no understanding of social studies vocabulary and concepts. Examples include but are not limited to:</p> <p><i>Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government</i></p> <p><i>Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation</i></p> <p><i>Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization</i></p> <p><i>Geography: Location, environment, region, human and physical characteristics, adaptation, modification</i></p> <p><i>Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order</i></p>
<u>Communication</u>	Student communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies.	Student communicates ideas or concepts effectively in an organized manner in reference to the five strands of social studies.	Student communicates reasonably but with limited detail and organization in reference to the five strands of social studies.	Student communicates ineffectively with little or no detail in reference to the five strands of social studies.
<u>Connections</u>	<p>Student demonstrates an ability to effectively connect social studies concepts by using critical thinking skills. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Compare and contrast • Identify causes • Analyze • Chronological thinking 	<p>Student demonstrates a basic ability to effectively connect social studies concepts by using critical thinking skills.</p> <ul style="list-style-type: none"> • Compare and contrast • Identify causes • Analyze • Chronological thinking 	<p>Student demonstrates some ability to connect social studies concepts by using critical thinking skills.</p> <ul style="list-style-type: none"> • Compare and contrast • Identify causes • Analyze • Chronological thinking 	Student shows no evidence of making connections among social studies concepts.

GRADE 8 SOCIAL STUDIES

Definitions of General Descriptors for All Levels in Social Studies

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and/or examples that are appropriate, and understands the vocabulary and concepts from the discipline.

Basic: Provides incomplete responses or responses which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Student demonstrates extensive knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates broad knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates basic knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates a minimal knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:
<u>Knowledge</u>	<p>Government and Civics: Governments take different forms, in-depth understanding of the United States Constitution.</p> <p>Culture and Society: An understanding of the common elements of various cultures, and the unique perspectives that develop as different cultures address their human needs in similar and different ways</p> <p>Economics: An understanding of advanced economic terms and broad concepts such as market systems, money (unit of account) and interdependence.</p> <p>Geography: An understanding of various geographic tools; how geography impacts culture, history and economic and political decisions.</p> <p>Historical Perspective: The study of history, which is interpretive by nature, at this level includes United States history to Reconstruction and World History to 1500.</p>			

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Decisions Problem Solving</u>	<p>Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using fully developed examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize answers. Discriminates among plausible answers 	<p>Student makes reasonable decisions, address issues, explain concepts and/or solve problems using relevant examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize answers. Discriminates among plausible answers 	<p>Student attempts to make decisions, address issues, explain concepts and/or solve problems using limited or unelaborated examples. The skills the student uses include, but are not limited to:</p> <ul style="list-style-type: none"> Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize answers. Discriminates among plausible answers 	<p>Student fails, attempts unsuccessfully, or with minimal success, to make reasonable decisions, address issues, explain concepts and/or solve problems using relevant examples.</p>
<u>Vocabulary Concepts</u>	<p>Student demonstrates an extensive understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p>	<p>Student demonstrates a broad understanding of social studies vocabulary and concepts. Examples of vocabulary or concepts include, but are not limited to:</p>	<p>Student demonstrates a basic understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p>	<p>Student demonstrates minimal or no understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Vocabulary</u> <u>Concepts</u> (con't)	<p>Government/Civics: Federalism, separation of power, amendment, rule of law, veto, republic, U. S. Constitution, Bill of Rights, judicial review, Declaration of Independence, rights, responsibilities, duties of citizens</p> <p>Culture/Society: Social institutions, compromise, conflict, competition, ethnic groups, elements of culture, perspective, interaction</p> <p>Economics: Competition, specialization, profit, market, economic systems, productive resources, consumer, opportunity cost, supply and demand, money, competition, interdependence</p> <p>Geography: Technical advances, map projection, migration, natural resources, developed country, regions, place, settlement, population density, adaptation, modification</p> <p>Historical Perspective: Perspective, individual rights, civilization, sectionalism, manifest destiny, primary and secondary sources, multiple causes and effects</p>	<p>Government/Civics: Federalism, separation of power, amendment, rule of law, veto, republic, U. S. Constitution, Bill of Rights, judicial review, Declaration of Independence, rights, responsibilities, duties of citizens</p> <p>Culture/Society: Social institutions, compromise, conflict, competition, ethnic groups, elements of culture, perspective, interaction</p> <p>Economics: Competition, specialization, profit, market, economic systems, productive resources, consumer, opportunity cost, supply and demand, money, competition, interdependence</p> <p>Geography: Technical advances, map projection, migration, natural resources, developed country, regions, place, settlement, population density, adaptation, modification</p> <p>Historical Perspective: Perspective, individual rights, civilization, sectionalism, manifest destiny, primary and secondary sources, multiple causes and effects</p>	<p>Government/Civics: Federalism, separation of power, amendment, rule of law, veto, republic, U. S. Constitution, Bill of Rights, judicial review, Declaration of Independence, rights, responsibilities, duties of citizens</p> <p>Culture/Society: Social institutions, compromise, conflict, competition, ethnic groups, elements of culture, perspective, interaction</p> <p>Economics: Competition, specialization, profit, market, economic systems, productive resources, consumer, opportunity cost, supply and demand, money, competition, interdependence</p> <p>Geography: Technical advances, map projection, migration, natural resources, developed country, regions, place, settlement, population density, adaptation, modification</p> <p>Historical Perspective: Perspective, individual rights, civilization, sectionalism, manifest destiny, primary and secondary sources, multiple causes and effects</p>	<p>Government/Civics: Federalism, separation of power, amendment, rule of law, veto, republic, U. S. Constitution, Bill of Rights, judicial review, Declaration of Independence, rights, responsibilities, duties of citizens</p> <p>Culture/Society: Social institutions, compromise, conflict, competition, ethnic groups, elements of culture, perspective, interaction</p> <p>Economics: Competition, specialization, profit, market, economic systems, productive resources, consumer, opportunity cost, supply and demand, money, competition, interdependence</p> <p>Geography: Technical advances, map projection, migration, natural resources, developed country, regions, place, settlement, population density, adaptation, modification</p> <p>Historical Perspective: Perspective, individual rights, civilization, sectionalism, manifest destiny, primary and secondary sources, multiple causes and effects</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies	Communicates ideas or concepts effectively in an organized manner in reference to the five strands of social studies	Student communicates reasonably but with limited detail and organization in reference to the five strands of social studies	Student communicates ineffectively with little or no detail in reference to the five strands of social studies
<u>Connections</u>	<p>Student demonstrates an ability to effectively connect social studies concepts by using critical thinking skills, such as:</p> <ul style="list-style-type: none"> Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking 	<p>Students demonstrates a basic ability to connect social studies concepts using critical thinking skills, such as:</p> <ul style="list-style-type: none"> Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking 	<p>Students demonstrates some ability to connect social studies concepts by using critical thinking skills, such as:</p> <ul style="list-style-type: none"> Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking 	Student shows no evidence of making connections among social studies concepts.

GRADE 11 SOCIAL STUDIES

Definitions of General Descriptors for All Levels in Social Studies

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and examples that are appropriate, and understands the vocabulary and concepts from the discipline.

Basic: Provides incomplete responses or responses which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Knowledge</u>	<p>Student demonstrates extensive knowledge of the 5 strands of social studies.</p> <p>Government and Civics: Recognition of the sources of power in different forms of government and an understanding of the complexities of a democracy that strives to protect individual's rights while promoting the common good (rights, responsibilities, Bill of Rights).</p> <p>Culture/Society: Social institutions (family, religions, education, government, economy) and world events are affected and shaped by cultural beliefs and behaviors.</p>	<p>Student demonstrates broad knowledge of the 5 strands of social studies.</p> <p>Government and Civics: Understanding of the complexities of a democracy that strives to protect individual's rights while promoting the common good, (rights, responsibilities, Bill of Rights)</p> <p>Culture/Society: Social institutions and world events are affected and shaped by cultural beliefs and behaviors.</p>	<p>Student demonstrates basic knowledge of the 5 strands of social studies.</p> <p>Government and Civics: Understanding of the complexities of a democracy that strives to protect individual's rights while promoting the common good.</p> <p>Culture/Society: Social institutions and world events are affected and shaped by cultural beliefs and behaviors.</p>	<p>Student demonstrates minimal knowledge of the 5 strands of social studies.</p> <p>Government and Civics: Understanding of the complexities of a democracy that strives to protect individual's rights while promoting the common good.</p> <p>Culture/Society: Social institutions and world events are affected and shaped by cultural beliefs and behaviors.</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Knowledge</u> (con't)	<p>Economics: An understanding of how economic decisions can have a personal, national, and global impact.</p> <p>Geography: An understanding of current and historical events and situations from a geographic perspective.</p> <p>Historical Perspective: The study of history, which is interpretive in nature, includes United States History from Reconstruction to present day, and World History from 1500 to the present.</p>	<p>Economics: An understanding of how economic decisions can have a personal, national, and global impact.</p> <p>Geography: An understanding of current and historical events and situations from a geographic perspective.</p> <p>Historical Perspective: The study of history, which is interpretive in nature, includes United States History from Reconstruction to present day, and World History from 1500 to the present.</p>	<p>Economics: An understanding of how economic decisions can have a personal, national, and global impact.</p> <p>Geography: An understanding of current and historical events and situations from a geographic perspective.</p> <p>Historical Perspective: The study of history, which is interpretive in nature, includes United States History from Reconstruction to present day, and World History from 1500 to the present.</p>	<p>Economics: An understanding of how economic decisions can have a personal, national, and global impact.</p> <p>Geography: An understanding of current and historical events and situations from a geographic perspective.</p> <p>Historical Perspective: The study of history, which is interpretive in nature, includes United States History from Reconstruction to present day, and World History from 1500 to the present.</p>
<u>Decisions</u> <u>Problem Solving</u>	<p>Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using fully developed examples. The skills the student uses include, but are not limited to, the following: Reading, interpreting, evaluating and presenting information in a variety of formats on complex issues</p> <p>Identifying multiple causes and effects Making comparisons Drawing conclusions, justifying explanations</p> <p>Defining problems, considering multiple solutions, and making decisions by applying criteria Organizing, analyzing, or synthesizing answers, presenting and defending answers.</p>	<p>Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using relevant examples. The skills the student uses include, but are not limited to, the following: Reading, interpreting, evaluating and presenting information in a variety of formats on complex issues</p> <p>Identifying multiple causes and effects Making comparisons Drawing conclusions, justifying explanations</p> <p>Defining problems, considering multiple solutions, and making decisions by applying criteria Organizing, analyzing, or synthesizing answers, presenting and defending answers.</p>	<p>Student attempts to make decisions, address issues, explain concepts and/or solve problems using limited or unelaborated examples. The skills the student uses may include but are not limited to, the following: Reading, interpreting, evaluating and presenting information in a variety of formats on complex issues</p> <p>Identifying multiple causes and effects Making comparisons Drawing conclusions, justifying explanations and making predictions Defining problems, considering multiple solutions, and making decisions by applying criteria Organizing, analyzing, or synthesizing answers, presenting and defending answers.</p>	<p>Student fails or unsuccessfully attempts to make decisions, address issues, explain concepts and/or solve problems.</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Vocabulary Concepts</u>	<p>Student demonstrates extensive understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p> <p>Government and Civics: Justice, individual rights and responsibilities, common good, civil rights, limited government, source of power, government regulation</p> <p>Culture/Society: Philosophy, values, stereotypes, prejudice, genocide, discrimination, ethnocentrism, conflict resolution, religion, and technology.</p> <p>Economics: Entrepreneur, investment, mandate, stock market, economic sanctions, efficiency, equity, and security.</p> <p>Geography: Push and pull factors, dispersion, centralization</p> <p>Historical Perspectives: Multiple causation, Reconstruction, cultural diversity, capitalism, isolation, imperialism, urbanization, reform, equality, globalization, McCarthyism, Cold War, United Nations, nationalism, human rights, revolution, world war, militarism</p>	<p>Student demonstrates broad understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p> <p>Government and Civics: Justice, individual rights and responsibilities, common good, civil rights, limited government, source of power, government regulation</p> <p>Culture/Society: Philosophy, values, stereotypes, prejudice, genocide, discrimination, ethnocentrism, conflict resolution, religion, and technology.</p> <p>Economics: Entrepreneur, investment, mandate, stock market, economic sanctions, efficiency, equity, and security.</p> <p>Geography: Push and pull factors, dispersion, centralization</p> <p>Historical Perspectives: Multiple causation, Reconstruction, cultural diversity, capitalism, isolation, imperialism, urbanization, reform, equality, globalization, McCarthyism, Cold War, United Nations, nationalism, human rights, revolution, world war, militarism</p>	<p>Student demonstrates basic understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p> <p>Government and Civics: Justice, individual rights and responsibilities, common good, civil rights, limited government, source of power, government regulation</p> <p>Culture/Society: Philosophy, values, stereotypes, prejudice, genocide, discrimination, ethnocentrism, conflict resolution, religion, and technology.</p> <p>Economics: Entrepreneur, investment, mandate, stock market, economic sanctions, efficiency, equity, and security.</p> <p>Geography: Push and pull factors, dispersion, centralization</p> <p>Historical Perspectives: Multiple causation, Reconstruction, cultural diversity, capitalism, isolation, imperialism, urbanization, reform, equality, globalization, McCarthyism, Cold War, United Nations, nationalism, human rights, revolution, world war, militarism</p>	<p>Student demonstrates minimal or no understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:</p> <p>Government and Civics: Justice, individual rights and responsibilities, common good, civil rights, limited government, source of power, government regulation</p> <p>Culture/Society: Philosophy, values, stereotypes, prejudice, genocide, discrimination, ethnocentrism, conflict resolution, religion, and technology.</p> <p>Economics: Entrepreneur, investment, mandate, stock market, economic sanctions, efficiency, equity, and security.</p> <p>Geography: Push and pull factors, dispersion, centralization</p> <p>Historical Perspectives: Multiple causation, Reconstruction, cultural diversity, capitalism, isolation, imperialism, urbanization, reform, equality, globalization, McCarthyism, Cold War, United Nations, nationalism, human rights, revolution, world war, militarism</p>

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Student communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies.	Student communicates ideas or concepts effectively in an organized manner in reference to the five strands of social studies.	Student communicates reasonably but with limited detail and organization in reference to the five strands of social studies.	Student communicates ineffectively with little or no detail in reference to the five strands of social studies.
<u>Connections</u>	<p>Student demonstrates ability to effectively connect social studies concepts by using critical thinking skills. Examples include but are not limited to:</p> <ul style="list-style-type: none"> Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking 	<p>Student demonstrates a basic ability to connect social studies concepts by using critical thinking skills. The skills the student uses include, but are not limited, to the following:</p> <ul style="list-style-type: none"> Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking 	<p>Student demonstrates some ability to connect social studies concepts by using critical thinking skills. The skills the student may use include, but are not limited, to the following:</p> <ul style="list-style-type: none"> Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking 	Student shows no evidence of making connections among social studies concepts.